

QE

Induction Pack for

GCSE DANCE

2023 - 2024

A guide to help you get ready for
GCSE Dance @ QE



Induction pack contents...

Dance @ QE

GCSE Dance includes exciting, demanding, and challenging tasks which will expand your current dance knowledge, teach you many new skills about performing and choreographing and will allow you to develop the skills in analysing dance by watching works on screen and in live performances.

A lot of the techniques used in GCSE Dance will be Contemporary Dance. If you haven't studied this style before you may at first find it difficult or strange – as your body may be more used to other styles. However if you follow instruction and experiment with new ideas you will soon appreciate and value the importance of Contemporary Dance.

Introduction

This pack contains a programme of activities and resources to prepare you to start your GCSE in Dance. It is aimed to be used throughout the remainder of the Summer term and over the Summer Holidays to ensure you are ready to start your course in September.

GCSE Dance Pack Overview:

- **GCSE Dance targets**
- **Introduction to the Anthology**
- **Performance: Physical Skills**
- **Choreography**
- **Glossary of key terms**
- **Go Beyond...**



GCSE Dance

My Targets:



Strengths

My strengths in dance are;

E.g. I find it easy to remember movements after they have been taught to me

- 1. _____
- 2. _____
- 3. _____

Areas for improvement

I do not feel as confident at;

E.g. Sometimes when I am performing I get nervous and I look down at the floor. I need to improve my eye focus - and keep my eyes up!

- 1. _____
- 2. _____
- 3. _____

Targets

*Your targets should be realistic.
They should help you improve in areas of the course that you feel less confident.*

I am going to: -	By (date):

Introduction to the Anthology

In GCSE Dance you will study 6 professional works. These are called the ANTHOLOGY.

One of these 6 works includes Christopher Bruce's 'Shadows'.

Activity 1: Shadows

Watch the below link:

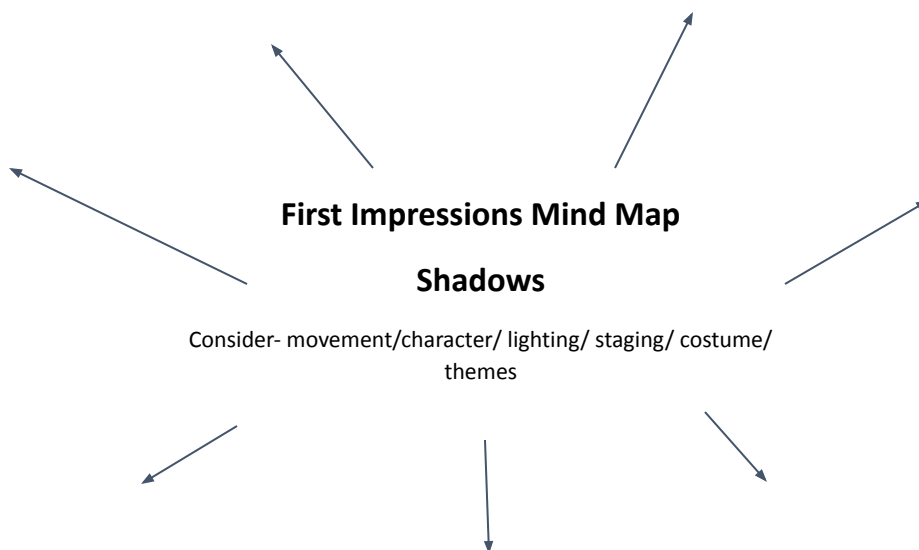
<https://www.youtube.com/watch?v=z9BPtzGP4z0>

In this piece, Bruce invites the audience into the world of a small family, coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home. Bruce describes this piece as "a darker work, with a sort-of narrative", allowing the audience to apply their own context to the material danced on stage.

Activity 2: First Impressions







Now that you have watched Shadows, create a mind map noting down everything you have noticed.

What do you think the family were waiting for?



Physical Skills...

Within GCSE Dance you will need to demonstrate a variety of skills within your practical work. You will also need to learn the definitions of each skill for your written exam. Take some time to learn the definition of each skill.

Control	The ability to start and stop movement, change direction and hold a shape efficiently	
Strength	Muscle power	
Isolation	An independent movement of part of the body	
Balance	A steady or held position achieved by an even distribution of weight	
Flexibility	The range of movement in the joints (involving muscles, tendons and ligaments)	
Stamina	Endurance – both muscular and cardio-respiratory	

Physical Skills...

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Posture	The way the body is held	<p>The diagram illustrates two types of human posture. On the left, 'Good Posture' shows a person standing with the head, shoulders, hips, and ankles in a vertical line. Labels include 'Correct Head Position', 'Square Shoulders', 'Centre of gravity of the body', 'Ankles', and 'Level Pelvis'. On the right, 'Poor Posture' shows a person with a rounded back, protruding head, and uneven weight distribution. Labels include 'Head Pain', 'Neck Pain', 'Back Pain', and 'Hunched Back'.</p>
Coordination	The efficient combination of body parts	<p>Two photographs of dancers in dynamic poses. The left image shows a dancer in a crouched position with one leg extended forward and arms raised. The right image shows a dancer in a more complex pose with one leg bent and arms raised.</p>
Mobility	The range of movement in a joint; the ability to move fluently from action to action	<p>A sequence of white silhouettes on a black background showing a dancer in various fluid poses, illustrating mobility.</p>
Extension	Lengthening one or more muscles or limbs	<p>Two photographs of dancers in poses that demonstrate extreme flexibility and limb extension. The left image shows a dancer in a crouched position with one leg extended forward. The right image shows a group of dancers in a dynamic pose with limbs extended.</p>
Alignment	Correct placement of body parts in relation to each other	<p>A photograph of a ballerina in a ballet pose, demonstrating precise alignment of her body parts.</p>

Choreography

Within the GCSE dance course you will create a piece of choreography based on a stimulus.

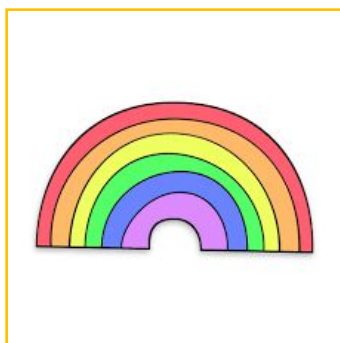
In preparation for this...

A '**Stimulus**' means a starting point or idea for your choreography.

You can use it to come up with a story, ideas or movement to help create your choreography.

Below are some stimulus's select one that most interests you.

This will be what you base your short solo on.



“Act as if what
you do makes
a difference.
IT DOES.”

WILLIAM JAMES



Task 1:

Once you have selected your chosen stimulus (from the above options) **mind map** all the ideas it makes you think of.

These can be as creative as you want them to be. *E.g the rainbow may make you think of : colour, sweets, Wizard of Oz, the calm after the storm, pride ...and many more.*

Then circle the idea you are most interested by and this will be the theme of your dance.

Task 2:

Create a short phrase (a motif - approx 8 - 16 counts) which links to your chosen idea. Think about your choice of movement to show links to your idea.

You will use this solo phrase during the first few lessons in September.

You do not need music.

Glossary of key terms

Here is a selection of some of the terminology that will help with your transition into GCSE study.

The full list can be found here:

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

Actions : What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.

Accompaniment: The sound that you hear during a dance. For example, percussion.

Canon: When the same movements overlap in time.

Choreographic devices: Methods used to develop and vary material.

Choreography: The art of creating dance.

Climax: The most significant moment of the dance.

Development: The way in which movement material is manipulated.

Dynamics: The qualities of movement based upon variations in speed, strength and flow.

Motif: A movement phrase encapsulating an idea that is repeated and developed throughout the dance.

Motif development: Ways in which a movement phrase can be varied.

Relationships: The ways in which dancers interact; the connections between dancers.

Space: The 'where' of movement such as levels, directions, pathways, shapes, designs and patterns.

Transitions: Links between dance phrases or sections.

Unison: Two or more dancers performing the same movement at the same time.



Go Beyond ...

1. Find an online class on YouTube. You could choose a style that you haven't done before or one which you want to be challenged in. Remember to write down what the class was so you can repeat it at a later date to help you track your own progress

2. Local attractions are great sources of inspiration for choreography e.g. the beach, the New Forest, buildings and architecture. Start to collect images and notes on locations of sights which you feel could be an inspiration for choreography or an appropriate site for a site-specific choreography. Keep your notes together in a journal / notebook - this will later become your choreography journal for GCSE Dance.

3. Watch a range of contemporary dance works on YouTube. Write down the name of the choreographer and dance title so you can discuss it with the class.

4. Visit Pavilion Dance in Bournemouth and see what events and classes they are offering which you could get involved with.

GCSE Dance: Course Outline and Information

What does it include?

How much practical work?

60% of the assessments are PRACTICAL –Performance and Choreography
40% is a written examination – at the end of Year 11.

What happens each lesson?

Each lesson you should be prepared for practical work. You will also be expected to complete written tasks during lessons and for homework tasks.

You will have 5 practical lessons and 1 theory lesson each cycle.

What will be examined? And when?

Component 1: Practical

Solo performance of 2 set phrases – 30 seconds each
October of Year 11

Duet / Trio performance– using 2 other phrases – 3 – 5 minutes
March of Year 11

Solo or Group choreography - Solo (2–2 ½ mins) or Group 2 – 5 dancers (3-3 ½ mins)
(These will be marked by staff, recorded & sent to an AQA examiner to moderate) March of Year 11

Component 2: Written Exam

Section A: 30 marks

Knowledge and understanding of choreographic process and performance skills Hypothetical dance scenario

Section B: 18 marks

Critical appreciation of own work
Own practice

Section C: 32 marks

Critical appreciation of professional works
4 from anthology each year

There will also be PPE examinations and / or assessments during every term. You will be informed of these before they occur.

Important Information

Dance Kit for Year 10 and Year 11:

- Navy blue QE PE t-shirt
- QE Navy leggings / QE Navy tracksuit bottoms
- Bare feet
- Hair bands and hair clips – fringes must be kept off faces – all hair must be tied back every lesson

Homework and knowledge organisers:

- All homework must be submitted on time by the deadline given

If you would like to email work to a teacher or ask questions, please use the following email addresses: -

Mrs Miller: nmiller@queenelizabeths.com Mrs Burrows cburrows@queenelizabeths.com

Rehearsal and practical homework:

- You will occasionally be set a practical piece of homework or will be expected to attend a rehearsal at lunchtime or after school in preparation for an assessment or a show.
- The same expectations apply for practical homework and extra rehearsals as for knowledge organiser.